



Missouri Department of Elementary and Secondary Education

— Making a positive difference through education and service —

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Library Media Center MSIP Definitions

LMC documentation for MSIP should include samples that reflect all grade levels, activities and schools within the district. A complete set of documentation including all grade levels should be available at the building level.

In the past, there have been Standards and Indicators that have been introduced to allow schools time to prepare and implement before evaluating the Standard. During the third-cycle, flexible scheduling has been added to the LMC Standards, as it is believed to be a best practice and the optimum for student's learning and retention. The implementation of a flexible schedule is not evaluated during the third-cycle. It is anticipated that this will be looked at more closely in the fourth-cycle. The five-year period (third-cycle) allows districts an opportunity to implement flexible scheduling and collaborative planning throughout all schools. A flexible schedule allows resource-based learning/teaching to be implemented.

Flexible Schedule

A flexible LMC schedule reflects the instructional program of its school. This type of schedule builds day-by-day, week-by-week, as the LMS collaborates, plans, designs, and schedules learning activities with classroom teachers that can be delivered in conjunction with on-going instructional projects. The entire LMC schedule is created by the LMS in collaboration with classroom teachers and provides opportunities for individual students, small groups, and classes to visit the LMC when there is a need. Scheduling times for whole class visits will vary day-to-day and week-to-week depending on learner needs. A key component in implementing flexible scheduling is that the librarians and teachers **work together** to implement resource-based learning/teaching in the LMC, which is directly related to instruction currently taking place in the classroom.

Focus

The schedule **is not** the focus. The schedule is the tool, which allows collaborative planning, integration, and resource-based learning to be implemented. The focus is students and learning. The classroom teacher and the library media specialist planning and teaching together to raise student achievement is the focus.

Collaborative Planning (information skills instruction – See also Curriculum)

In preparation for collaborative work, no matter the location of the work, the LMS and the teacher(s), plan students' assignments, designate responsibilities for teaching relevant skills, determine student activities and the content of the final product, and assess the process and results.

Integration

Information literacy skills are incorporated into and aligned with the curriculum through the collaborative planning process. Skills are not taught in isolation, instead are embedded within specific instructional content.

Literacy Skills

An information-literate student is defined through nine standards in three areas.

I. The student who is information literate:

- a) accesses information efficiently and effectively.
- b) evaluates information critically and competently.
- c) uses information accurately and creatively.

II. The student who is an independent learner is information literate and

- a) pursues information related to personal interests.
- b) appreciates literature and other creative expressions of information.
- c) strives for excellence in information seeking and knowledge generation.

III. The student who contributes positively to the learning community and to society is information literate and

- a) recognizes the importance of information to a democratic society.
- b) practices ethical behavior in regard to information technology.
- c) participates effectively in groups to pursue and generate information.

**Information Power: Building Partnerships for Learning*

Curriculum

Stand-alone: the library media specialist is completely in charge of student instruction of research/library skills (LMC) curriculum and there is little or no joint connection to what is being taught in the classroom.

Integrated: the "LMC curriculum" does not exist as a separate document. The resources and objectives/skills are embedded in the core-curriculum areas such as Communication Arts, Social Studies, etc.

Example: In the Social Studies curriculum document, there is a unit covering the Civil War including activities in which research/library skills are embedded. The research/library skills support the curriculum being taught in the classroom. There is documentation in the unit/activity that students are taught to use general/specific resources, how to use an index, how to read a map, how to search electronic sources including the Internet, etc. which they will use to successfully complete the unit/activity. These are identified in some manner so a classroom teacher and/or an outside reviewer would know the library media specialist and resources are directly involved. Be sure to use a coding system to indicate the integration of research/library skills (LMC, LIB, etc.).

Educational Information Technology

The library media program should have a full range of print, nonprint, and electronic technologies available, as defined in *Standards for School Library Media Centers*. (Refer to 6.8.1)

Core Data Report

A DESE report that must be submitted via an internet application. A report is required for each LMC facility on screen 7. Information about both the library media program budget and collection is required.

Comprehensive School Improvement Plan (CSIP)

The CSIP is developed by the district and reviewed annually. The plan should reflect the goals, objectives, and strategies that have been developed by the district to address recommendations from the last MSIP and issues related to the total program (including the library media center).

LMC Policy & Procedure Handbook

This document should include the following:

MSIP requirements:

Program objectives **aligned** with the district's CSIP and student performance data

Evaluative criteria for the LMC program

Board adopted policies (outlined in 6.8.2.c)

Other recommendations:

Mission

Philosophy

Goals & Objectives (LMC & LMS)

Beliefs

Vision

Day-by-day LMC operational procedures (circulation, processing of resources, weeding, etc.)

Budget

Curriculum

Ordering procedures

Reports (Monthly and Annual)

Other

Open Before and After School

The LMC is accessible (open and staffed) to students and faculty during the day and before and after school. One measure of before and after school might be: the number of minutes the certified staff is required to be in attendance. *Example:* The certified staff is required to be in attendance 20 minutes before class begins and 20 minutes after the students are released, the LMC is to be open and staffed for students and staff at least the same amount of time.

Resource Collection

Resources include information stored and available in a variety of formats (books, periodicals, audio tapes, videos, CD-ROMs, laserdiscs, software, models, art prints, posters, etc.).